



Ayr State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	PO Box 955 Ayr 4807
Phone:	(07) 4790 3333
Fax:	(07) 4790 3300
Email:	principal@ayrss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal – Bryan Dudley

School Overview

Ayr State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, an environment in which students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being. The school community recognises the diversity of students attending our school and strives to address equity and social justice issues, in meeting the needs of this range of educational target groups including gifted and talented students, students with disabilities and disadvantaged students.

As a school we exist to maximise the educational outcomes of all students and we are relentless in our pursuit of improvement. By the time the children graduate, we want our learners to be happy, confident, self-managed individuals and socially responsible citizens.

The Australian Curriculum is taught catering to the individual needs of children in English, Mathematics, History, Geography, Science, The Arts, Health & Physical Education, Technology and LOTE – Japanese SDE in 2016. The school focus for the future is to proportionally increase the number of students achieving at or above the National Minimum Standards in all areas of literacy and numeracy and seeing a higher proportion of students achieve in the Upper 2 Bands of NAPLAN testing.

Initiatives being implemented include 'Explicit Instruction' as the pedagogy in all year levels, an oral language program recognising indigenous use of non-standard English, sustainability measures, instructional teacher coaching and mentoring and levelled literacy intervention.

Ayr State School is a Positive Behaviour for Learning school. Our values are "Safe, Respectful and Responsible."

Ayr State School achieved the milestone of 130 years of continuous service to the Burdekin community in 2016.

Ayr State School admitted its first pupils - nineteen in total - on its opening day, November 15, 1886. As early as January 1913, requests were made to the Department of Public Instruction for the provision of High School courses but the 1914-18 war and a shortage of teachers deferred any action. Again in 1920 a committee to promote a separate High School for South Ayr was elected. By 1952 the school population reached 800 but the opening of the East Ayr Primary in 1953 took over three hundred of these immediately. About fifteen thousand pupils have passed through the Ayr State School during its history. Each has gone forward into the world of his era while the school changed slowly to mirror the society it served.

While Ayr State School is very much a school of the future, we place great importance on 'old fashioned' values, such as good manners, considerate behaviour and pride in our school and ourselves. Education is a partnership between the home and the school, and we greatly value parent involvement as fully as time and commitments allow.

We endeavor to provide the very best education possible for our children, in a safe, secure and happy environment.

Principal's Foreward

Introduction

Welcome to the Ayr State School 2016 School Annual Report. This report identifies the achievements of the 2016 school year. We are committed to creating a learning environment where every child thrives in a caring, nurturing community of independent, creative and connected learners. At Ayr State School, staff build a positive learning culture and nurture relationships and partnerships with families and the wider community. Students support each other by being active participants. A culture of high expectations for all is a core value. We are committed to a strong improvement agenda through explicit teaching and learning and staff capacity building.

School Progress towards its goals in 2016

During 2016 our focus was on the continuous improvement of student performance in English, Mathematics, Science and the implementation of the other learning areas of the Australian Curriculum.

We continued to refine and enhance our school curriculum – focusing on unpacking units, moderation practices and differentiation and providing students with extension and enrichment activities.

Reading – Implemented oral language programs and a 100 minute literacy block in Prep – Year 2. Targeted intervention was conducted through Levelled Literacy across the whole school.

Attendance - 86% whole school attendance achieved. Each class monitored attendance with a data wall and the office established a whole of school attendance wall. Fifty day attendance challenges were implemented. Daily phone calls were made to follow up all absences. Home visits were conducted to ascertain reasons for unexplained absences.

Australian Curriculum Implementation - Full implementation in the areas of English, Mathematics, History, Geography, Science, The Arts and Health & Physical Education. Teachers were involved in unit analysis and moderation with East Ayr SS. Familiarisation was conducted in Digital Technology. Learning walls were co-constructed with students in English. The aim was to make learning visible.

Improving Teaching Practice – All staff engaged in professional development in explicit instruction with John Fleming and his team from Haileybury. Instructional leadership in the form of coaching and mentoring, observations and feedback occurred across the whole school, a master teacher employed 2.5 days per week and a literacy coach 4 days per week to assist the principal in quality assurance of the curriculum.

School Wide Positive Behaviour – Initial year of implementation, baseline data gathered on major and minor behaviours. Whole school professional development to support embedding.

Future Outlook

Attendance

Target >90%. Implement ID Attend, continue to manage attendance via class and school data walls, fortnightly Attendance Awards for >90%, Fifty Day term Individual attendance challenges, Parade Awards/ Class Trophy, Implement a Transition process for new enrolments, promote Everyday Counts strategy via posters and fortnightly newsletter/ facebook/ website articles, case manage student attendance.

Teacher practice

Integrating "Explicit Teaching" with C2C, engaging John Fleming as a critical friend, developing assessment literate learners and teachers, Instructional leadership – Inquiry Cycle, Coaching and mentoring, Lesson Observations and Feedback, Instructional walk throughs and classroom visits/ collegial classroom visits. Refine case management and implement Student Achievement meetings.

Positive Behaviour for Learning

Update the Responsible Behaviour Plan 2017-2018, implement the PBL framework, Implement PBL student support programs – Rock and Water, VIVO Rewards, Chill Out room, "RAGE" program, "Girls With A Purpose," Men's Shed", "Team Up, Guitar, Team beat drumming, Interschool sport, macramé, pottery, soccer, basketball program; Professional Development – O/S data analysis.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	191	74	117	95	84%
2015*	146	55	91	73	74%
2016	132	55	77	71	80%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Ayr State School has a School ICSEA value of 804. 72% of students are in the bottom quartile. This indicates the majority of students at Ayr State across the four socio-educational advantage quarters are in the scale of relative disadvantage ('bottom quarter').

Students who attend Ayr State School come from a wide range of families with varying cultural, social, religious and occupational backgrounds. 68% of our student body identify as being Aboriginal and Torres Strait Islander or both. 6% of our students receive varying degrees of support from our Special Education Program. .

It should be noted that the decrease in enrolment numbers since 2014 shown above is a direct result of the year 7 cohort of students moving to junior secondary. Many of our students use English as an Additional Language or Dialect.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	21	24
Year 4 – Year 7	24	17	18
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

All students study the following common subjects from the Australian Curriculum called Learning Areas (LAs): English, Mathematics, Science, History and Geography, The Arts, Health and Physical Education and we are trialling Digital Technology. Currently our school has adopted and adapted the Department of Education and Training's State Schooling "Curriculum into the Classroom" (C2C) resource that has been designed for all state schools to teach the Australian Curriculum. In 2016 the school also offered Japanese as the Language Other Than English (LOTE) for eligible students in Years 5 & 6 via Charters Towers School of Distance Education.

We map individual student progress in a number of ways. Various forms of assessment, monitoring and reporting methods are consistently employed in and across year levels. This ensures that provision of additional support/extension can be provided to those individual students with a specific learning need. For instance, students with a disability are enrolled into the Special Education Program (SEP). They have an Individual Learning Plan (ILP) and are integrated into the classroom with varying degrees of support. Some students in the SEP as well as others who are not, may also have a more individualised learning program, called an Individual Curriculum Plan (ICP).

All Learning Areas for all students are formally reported on twice yearly. Face to face parent-teacher interviews are held two times a year. Parents do not have to wait for these junctures to discuss their child's progress and are encouraged to make an appointment at any time to talk with the teacher. We have an open door policy.

All teachers from Ayr State have worked with all teachers from East Ayr SS to ensure consistency of assessment practices and hold moderation of assessment meetings regularly, and unit analysis two times per term led by the master teachers and the literacy coach.

Co-curricular Activities

Ayr State School has a variety of extra-curricular activities to enrich the lives and talents of our students:

- Instrumental Music Program
- Men's Shed Mentoring
- PCYC – Team Up
- Year 5 and 6 Camp
- Regional Sports representation
- NAIDOC Week celebrations
- Rewards Day
- Marching at Ayr's annual ANZAC Day Ceremony
- AFL coaching
- Basketball – lunchtimes
- Computer lab
- Singing
- Macramé
- Dancing with Chappy
- Storytime
- Kids in the Kitchen Cooking
- Enviro Club
- Library
- Didgeridoo lessons (2007)
- Chaplaincy

How Information and Communication Technologies are used to Assist Learning

Australian Curriculum units integrate ICT in teaching and learning. A computer lab is maintained in F Block. All classrooms are fitted with electronic interactive whiteboards and data projectors. A major wireless network and bandwidth upgrade occurred in 2016.

The bulk of our ICT budget funding was spent on employing a part-time ICT technician to maintain our school computers. IT is essential so teachers can fully deliver lessons developed for the implementation of the Australian Curriculum and Warm Ups with the Reading Hierarchy. Each classroom has 3-4 desktop computers.

The whole school is cabled with fibre optic broadband internet access. Digital technology is a school initiative in 2017. This will increase the integration of ICTs into unit planning. A successful Digital Literacy school grant will enable the school to acquire robotics hardware and software including Bee-Bots, Ozobot Bits and Scratch to engage students in the Australian Curriculum: Digital Technologies; enable the project coordinator to undertake professional development in the Australian Curriculum: Digital Technologies from the Queensland Department of Education and Training Regional STEM Champion; share knowledge about digital technologies acquired by the project coordinator from professional development with all staff in eight staff meetings; and create and conduct a digital technology competition and digital technology awards at the school;

Some staff have accessed Professional development in One School.

Social Climate

Overview

Ayr State School is a Positive Behaviour for Learning School. The rules are SAFE, RESPECTFUL and RESPONSIBLE. The PBL committee has implemented the language and expectations of our Rock and Water Program into our working matrix. It outlines our school rules and the expectations that go with those rules. The school community has reviewed the school values and expectations are explicitly taught by classroom teachers and on school assemblies every second Friday.

The school delivers a safe, caring and consistent educational experience to the students. All school classrooms exhibit a highly structured, high demand and encouraging learning environment. Students and their parents value the commitment and caring work of staff members at this school. There is a consistent overtly positive and encouraging philosophy underpinning the management and learning approach used at this school.

We believe that behaviour management should be consistent, insistent and persistent. Active teaching of specific behaviours sustained by the modelling of desired competencies is the underlying theme. All staff promote the development of positive behaviours. The PBL committee meet fortnightly.

The school environment and student learning environment are inviting and engaging. We also have two Chaplains one day each week. A Guidance Officer is appointed to the school for one day each week. School Opinion Survey data for parents, students and staff is positive in almost all areas.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	100%	88%
this is a good school (S2035)	93%	100%	82%
their child likes being at this school* (S2001)	93%	100%	82%
their child feels safe at this school* (S2002)	93%	100%	82%
their child's learning needs are being met at this school* (S2003)	100%	100%	88%
their child is making good progress at this school* (S2004)	93%	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	88%
teachers at this school motivate their child to learn* (S2007)	93%	100%	94%
teachers at this school treat students fairly* (S2008)	93%	100%	82%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	94%
this school works with them to support their child's learning* (S2010)	93%	100%	88%
this school takes parents' opinions seriously* (S2011)	93%	100%	82%
student behaviour is well managed at this school* (S2012)	86%	100%	82%
this school looks for ways to improve* (S2013)	93%	100%	82%
this school is well maintained* (S2014)	100%	100%	82%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	94%	100%
they like being at their school* (S2036)	93%	86%	90%
they feel safe at their school* (S2037)	95%	86%	95%
their teachers motivate them to learn* (S2038)	100%	98%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers expect them to do their best* (S2039)	100%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	91%	98%
teachers treat students fairly at their school* (S2041)	95%	93%	98%
they can talk to their teachers about their concerns* (S2042)	100%	94%	98%
their school takes students' opinions seriously* (S2043)	95%	92%	87%
student behaviour is well managed at their school* (S2044)	93%	86%	58%
their school looks for ways to improve* (S2045)	98%	93%	100%
their school is well maintained* (S2046)	95%	91%	92%
their school gives them opportunities to do interesting things* (S2047)	98%	90%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	100%
they feel that their school is a safe place in which to work (S2070)	97%	96%	100%
they receive useful feedback about their work at their school (S2071)	91%	88%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	92%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	92%	92%	100%
staff are well supported at their school (S2075)	94%	96%	100%
their school takes staff opinions seriously (S2076)	100%	96%	100%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	100%	92%	100%
their school gives them opportunities to do interesting things (S2079)	100%	96%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

We publish a fortnightly newsletter and regularly maintain our school website. In 2017 a school Facebook page will be added.

Many parents have become involved in our active P&C Association which meets on the third Thursday of the month at 3.30pm. Many school activities are supported by volunteers such as the P&C Plantation Park Markets each month. Parents are encouraged to be active participants of the Ayr State School P&C Association.

At Ayr State School parents are involved in classrooms in a variety of ways. We strongly value the partnership that we have with our parents. Parents assist with reading teams, tuckshop and sports day, EATSIPS committee, school assemblies and as volunteers on excursions.

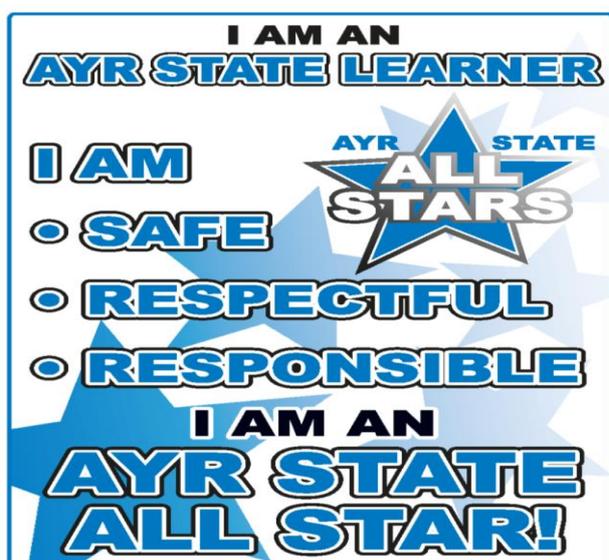
Face to face parent teacher interviews are conducted twice a year. Celebrations are well supported in the school with NAIDOC Day combining with Home Hill State School each July.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. All our students are taught our three school expectations; **I am an Ayr State Learner. I am Safe, Respectful and Responsible**, using the Positive Behaviour Learning Expectations Matrix. These expectations are taught to students via a



number of strategies, including behaviour lessons - explicitly taught by classroom teachers aligned with PBL expectations; reinforcement of learning from behaviour lessons on Parade and during active supervision by staff during classroom and non-classroom activities; classroom signage; and signage at the front and around the common play and shelter areas of the school. During this phase the majority of students learn what is expected of them in the various school settings.



DO THE
AYR FIVE!



Ayr State School implements proactive, preventative processes and strategies to support student behaviour. These include:

- a relevant, stimulating curriculum;
- differentiated curriculum to support student needs;
- high quality teaching strategies based on Explicit Instruction and the Gradual Release of Responsibilities;
- modelling acceptable behaviours;
- induction processes for new staff, students and parents, which includes the school's Responsible Behaviour Plan;
- timely/relevant professional development;
- a dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- individual Behaviour Management Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- efficient and effective Special Needs support;

Major problem behaviours may result in the following consequences:

Level One: Thinking Place, Withdrawal from class to peer support class, time out, Restorative Justice process, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Secondary Prevention Support.

AND/OR

Level Two: Parent contact, referral to Student Support Team, outside of school hour detention, a Behaviour Plan and / or suspension from school. Students who engage in verbal abuse of staff can expect to be suspended. Students who engage in physical assault of others can expect to be suspended.

AND/OR

Level Three: Students who engage in very serious problem behaviours such as:

- major violent physical assault;
- the possession, use, cultivation or supply of drugs;
- the possession, use or supply of weapons;
- sexual harassment, grooming, sexual assault;
- stalking;
- cyber bullying;
- legal and restricted drugs such as alcohol, tobacco, inhalants, amphetamines, benzodiazepines, betel nut, ketamine, khat; and
- illegal drugs including psychoactive substances.

Parents will be contacted and they will be reported to the Queensland Police Service and recommended for exclusion from school following an immediate period of suspension.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	57	40	101
Long Suspensions – 6 to 20 days	0	2	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Work is continuing on becoming a more environmentally sustainable school. A surplus building, 'C block' was removed by BAS. Our school took steps to reduce energy usage through behavioural changes as well as use of solar energy and further installation of fluorescent lighting. Increases in electricity usage can be attributed to an additional new building, the MPH. Water increases are attributed to improvements in our irrigation system in the area where the building was removed.

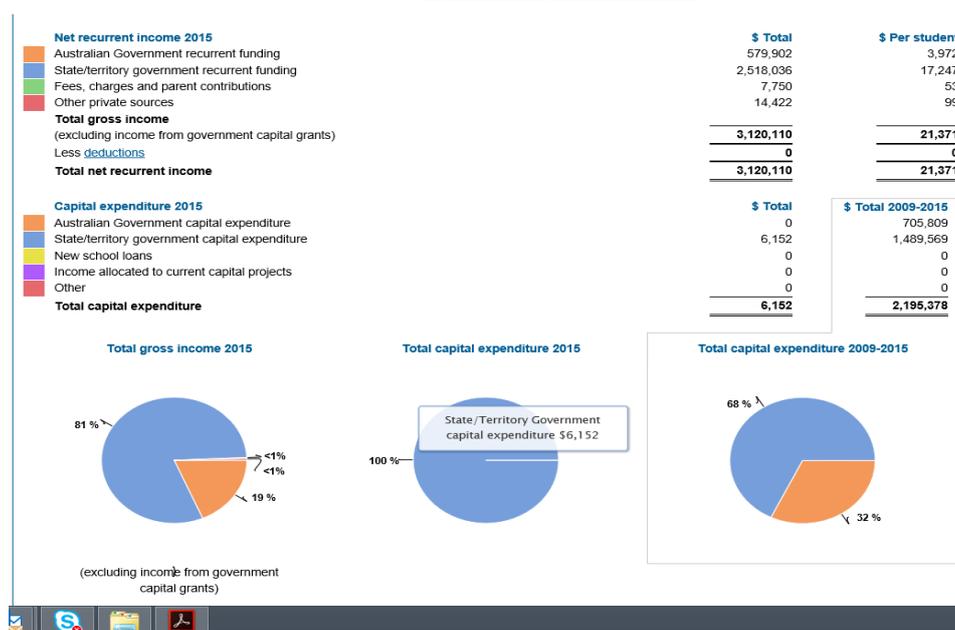
ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	133,182	1,287
2014-2015	130,339	3,189
2015-2016	135,459	4,475

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.



To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	20	<5
Full-time Equivalent	11	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	2
Bachelor degree	13
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$45 928.61; comprising school grant \$23 081 and Master Teacher/Admin budget of \$22 848.

The major professional development initiatives are as follows:

- For teachers - Australian Curriculum Unpacking, Implementation and assessment
- For teachers and teacher aides - Explicit Teaching
- For teachers - Coaching accreditation
- For teachers and teacher aides - Mandatory Training - Code of Conduct, Student Protection, First Aid training, WH&S and Asbestos safety training etc.
- For teachers - Master teacher training
- For teachers – Rock and Water
- For teachers – Child, Youth Mental Health
- For principal - Principal's Learning Circle
- For teachers and teacher aides - Using Indigenous Band scales and ESL Essentials
- For teachers and teacher aides– Positive Behaviour for Learning – Classroom profiling and non-violent crisis intervention
- For principal - Annual national, state and regional professional association conferences, Dr Lyn Sharratt regional workshops and bi-annual principals' conference.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	91%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	87%	80%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

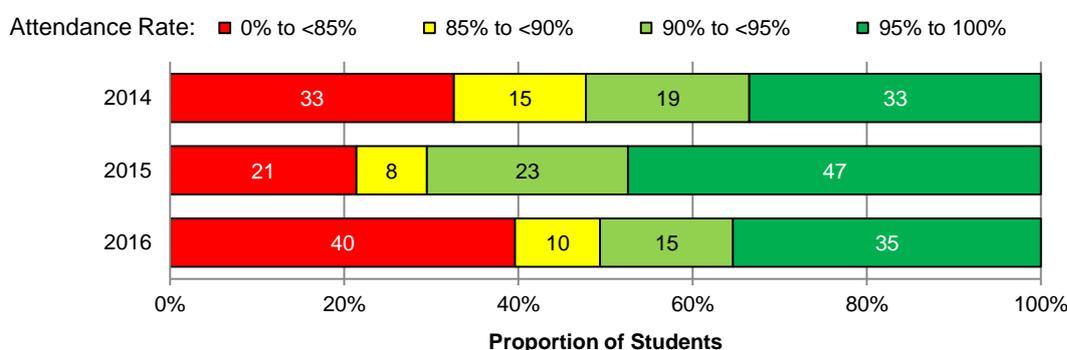
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	92%	90%	87%	89%	87%	89%	90%					
2015	85%	90%	95%	95%	88%	92%	93%						
2016	82%	82%	86%	91%	89%	83%	88%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

We emphasise the importance of attendance by giving this message frequently, 'Everyday Counts' starting at the enrolment interview, on parade, through newsletters and class attendance walls..

Rolls are marked twice daily am and pm and recorded in OneSchool.

Parents of students who are absent without explanation are sent a letter seeking an explanation. All unexplained absences are followed up by the Principal and Administration Staff.

The School Liaison officer personally makes contact with parents/caregivers daily seeking reasons for absences. Patterns over time are analysed and dealt with.

Individual students are encouraged to maintain good attendance under our "50 Day Attendance Challenge" initiative which rewards students who attend every day for a term with a certificate and a drawn prize. Classes are encouraged to maintain good attendance under our "Class Trophy" Award which rewards the class with the best attendance record for the preceding week.

Reducing unexplained absences is our schools' key priority in attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

Our vision is to help and guide the children at this school to progress towards their full potential as individuals and members of society. Our school motto is "Play the Game"

Our core beliefs about student learning are:

- All students can achieve high standards given the right support and time;
- All teachers can teach to high standards given the right assistance;
- High expectations and early and ongoing intervention are essential;

Our core beliefs about student wellbeing are:

- We all deserve to feel safe;
- We all deserve to feel respected; and
- We are all responsible for what we say and do.

Our school community values:

Honesty	Tolerance	Compassion	Supportiveness
Responsibility: self and others	Respect	Self-liking	Self-monitoring
Safety	Emotional intelligence	Relationships	Trustworthiness
Empathy	Fairness	Belonging	Awareness

Our school community believes:

- change comes internally, given environmental opportunities and support;
- every child can develop positively;
- behaviour is seen as separate from the child;
- all children want to be accepted, included;
- every child is precious;
- all children need guidance to achieve positive change through strong positive modelling; and celebrating success with children.

Our parents believe:

- parents should know the school rules and expectations;
- they should reinforce fortnightly focus areas communicated by parade and newsletter
- parents should attend parent information meetings.

